SREB

Technical Assistance: A Guide for Local Sites

Southern
Regional
Education
Board

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Purpose of a Technical Assistance Visit

The *HSTW* Technical Assistance Visit (TAV) determines the extent a school is currently implementing key, research-based practices and has certain key conditions in place supporting improved student achievement. During a three-day TAV, a team observes classrooms, reviews school data and holds in-depth interviews with teachers, administrators, students and parents. These activities enable a team to identify outstanding practices, determine next steps and pinpoint priority challenges the school faces. An oral report is given to the school leadership team at the conclusion of the visit. The school receives a written report summarizing the teams findings and a number of recommended actions the school can take to address specific challenges. The report includes an extensive list of personal contacts and materials the school can use as it develops its improvement plan.

It is the role of the TA team to help the site improve the quality of learning for career-bound students by working with teachers, counselors and administrators to:

- Raise expectations for student achievement.
- Revise what is taught.
- Change how students are taught.
- Change how the school relates to students.
- Change how teachers relate to each other.
- Change how the school communicates with parents, employers and postsecondary schools.
- Collect and use data for making continued improvement.

The purpose of this guide is to assist the *HSTW* site coordinator, administrators and faculty in preparing for a TA visit. The guide describes the role of the *HSTW* site and state coordinators, how to prepare for a visit, and what happens during and after the visit. A Pre-Technical Assistance Visit Timeline and Checklist is included. Use this checklist to ensure that all preparations for the visit are completed.

Who Does What?

SREB

Before the Visit

1. Contacts state coordinators in the spring with information about the approaching schedule of visits.
2. Gets responses from states and schedules all site visits led by SREB staff and representatives of other states.
3. Trains *HSTW* coordinators and local site and state leaders chosen by the state *HSTW* coordinator.
4. Prepares for and leads two visits to each state.
5. Sends a letter to each team member with a copy of *Technical Assistance: A Guide for Local Sites*.
6. Sends a letter to each team leader with instructions and copies of the school's most recent technical assistance report.
7. Contacts each site being visited and sends information about outstanding practices, and provides assistance as needed.

During the Visit

8. Spends approximately two hours preparing the team for the visit.
9. Visits academic and technical classes and interviews students, teachers, counselors and administrators.
10. Makes the exit report to the team, superintendent, principal, local coordinator and others at the site.

After the Visit

11. Writes, edits and corrects all reports made by SREB staff. Edits and corrects all reports written by other state representatives.
12. Mails official report to the local superintendent, state *HSTW* director and coordinator, local principal and local *HSTW* coordinator.

STATE COORDINATOR

Before the Visit

1. Determines the two sites to be visited by SREB staff and the one to be visited by a representative of another state. Sends this information to SREB in the spring of each year.
2. Notifies sites to be visited during the spring prior to the visit and sends each site a copy of *Technical Assistance: A Guide for Local Sites*.
3. Selects visiting team in cooperation with site. (State Coordinator knows sites to be visited in the future and/or people that can help the site.)
4. Sends SREB the list of site members (names, addresses and phone numbers) at least four weeks before the visit.
5. Reminds the site to send a letter to team with information needed for the visit.
6. Helps the site with self-study and schedule. Also helps the site with hotel reservations.
7. Helps site leaders understand that the visit is not an accreditation visit or state regulatory visit, but a visit in which the team celebrates the accomplishments and efforts of the site and shares ideas with the superintendent and site leaders on how to address some of the challenges they face in ensuring quality learning for all students.

During the Visit

8. Arranges transportation to and from the airport for team members. Arranges transportation for those team members to and from the school and hotel.
9. Acts as a liaison between the site and the team leader.
10. Serves as a member of the team.

After the Visit

11. Reviews a draft report and contacts SREB concerning any needed changes.
12. Does follow-up with the site to see that the report is used for the site action plan, etc.

SITE COORDINATOR

Before the Visit

1. Selects the TA team (particularly the business/industry and college/tech school representatives) along with the state coordinator. Follows up with the state coordinator about sending SREB names, addresses and phone numbers.
2. Provides a full briefing for team members of the *HSTW* effort and their responsibilities as members of the team (including being on time and staying for the entire visit).
3. Prepares an agenda in cooperation with state team leader.
4. Sends every team member appropriate information, as listed on page 36, ***at least 14 days before the visit.***
5. Gathers appropriate materials for the team's workroom as described on page 36. Works with site leaders and teachers to complete the site data profile.
6. Makes hotel reservations for team members; provides nametags and parking places; plans dinner on first night if there is to be one.
7. Notifies teachers and students that the team will be there; schedules exit interview.

During the Visit

8. Presents to the team on the first night: outstanding practices, next steps planned and major challenges faced.
9. Provides refreshments for the team.
10. Provides appropriate workspace, including computer availability.

After the Visit

11. Reads the first draft report and responds with comments.
12. Uses the report in reviewing and updating the site's action plan, providing staff development, making curriculum modifications, etc.

Pre-Technical Assistance Visit Timeline and Checklist

Use the checklist to help you prepare for the technical assistance (TA) visit.

A. Eight weeks in advance of the visit, the site coordinator:

- ❒ works with the state coordinator to choose team members.
- ❒ invites team members to serve on the TA team, explaining the details of the visit.

B. Four weeks in advance of the visit, the site coordinator compiles the following in a notebook or folder and sends to SREB:

- ❒ Team members' addresses, phone numbers, positions (See Appendix I, page 16 for name and address — e.g., John Doe, mathematics teacher.)
- ❒ Agenda with times and locations for meetings and interviews, name of hotel where team members are staying along with a map
- ❒ Map of school(s)
- ❒ Master schedule with teachers' names (by department), classes, room numbers and bell schedule for each school involved (including any classes away from the building)
- ❒ Course enrollment by gender and ethnicity
- ❒ Benchmarks and Data profile, that includes *HSTW* assessment, state test data, state report card, SAT, ACT and/or Advanced Placement (AP) scores, standardized test scores, failure rates by grade level in core content areas and graduation rate
- ❒ Absentee rate, suspension rate, dropout rate, expulsion rate by grade level
- ❒ Current demographic information including male/female, minority population, socio-economic status of community served by the school, etc.
- ❒ Course offerings, course descriptions, programs of study, etc.
- ❒ Current school improvement plan
- ❒ Annual report of the *HSTW* site, updated to the time of the site visit
- ❒ Most recent *HSTW* Secondary Teacher Survey report
- ❒ Completed Benchmark and Data Profile Document (for sites that have administered the *HSTW* assessment)
- ❒ Completed Self-study Rating Guide (See Appendix V, pages 29-34.) for sites that have not administered the *HSTW* assessment (This is optional for sites that have assessed.)

C. Two weeks in advance of the visit, the site coordinator sends copies of the notebook or folder of information listed above to each team member.

D. Arrangements to be made by the site coordinator in advance of the visit:

- ❒ Hotel reservations for team members coming from out of town
- ❒ Afternoon snacks for first and second days (optional)
- ❒ Coffee, juice, light morning snack for second and third days (optional)
- ❒ Information about restaurants for out-of-town team members
- ❒ Lunch for second day, preferably in the school cafeteria
- ❒ Parking instructions for team members

- ❒ Nametags for team members
- ❒ Meeting room reserved for team use
- ❒ Agenda for team visit, including interview schedule with meeting times and places (See page 40.)
- ❒ List of teachers who are absent on second day of visit

E. Supplies needed for technical assistance team workroom:

- ❒ *HSTW* Annual report
- ❒ Graduate Follow-up Survey, if available
- ❒ Previous SREB or state TA reports
- ❒ Student handbook
- ❒ Copies of course syllabi (one set per team)
- ❒ Display copy of the most recent *HSTW* assessment report
- ❒ Display copy of academic and career/technical assessment reports
- ❒ Copies of programs of academic and career/technical studies given to students and used by high school counselors
- ❒ Records of joint planning sessions between academic and career/technical teachers
- ❒ Examples of students' individualized four-year education plans
- ❒ Literature given by counselors to students in planning the high school program of study
- ❒ Samples of quality student work in academic and career/technical classes
- ❒ Samples of assessments for both academic and career/technical
- ❒ *HSTW* Benchmark and Site Data Profile (Attachment)
- ❒ Copies of Classroom Notes Form (10 copies for each team member — See Appendix III, pages 18-20.)
- ❒ Copies of teachers' lunch schedules, if not indicated on master schedule
- ❒ Easel with chart pad, markers and masking tape
- ❒ Self-adhesive (Post-it) notes
- ❒ Writing tablets, pens, highlighters and pencils
- ❒ Stapler and paper clips
- ❒ Roster and minutes of career/technical advisory committee
- ❒ Documents that show alignment to state academic and industry standards
- ❒ Copies of training agreement with employers
- ❒ Copies of articulation agreements

F. Faculty oral presentation for the technical assistance team conducted by principal and key teachers that includes the following: *(The presentation should be written and copied for each team member for easy reference during the visit.)*

- ❒ Description of outstanding practices
- ❒ Specific next steps the school will take to implement the *HSTW* goals and key practices
- ❒ Description of challenges faced in the implementation process

What Happens BEFORE the Visit Takes Place?

SREB and state and local *HSTW* coordinators have significant responsibilities before the TA visit takes place. One of the most important tasks is selecting and notifying team members.

Who Selects the Team?

The local *HSTW* coordinator/principal identify and contact representatives from the feeder middle grades school, business and industry, community, local board of education or legislature (if one of the latter two is to be on the team). The state *HSTW* coordinator works with the site coordinator to choose representatives from other *HSTW* sites who have depth of knowledge in core academic and career/technical fields, and who know and can recognize quality teaching and learning. The state coordinator may want to choose individuals from sites that will be undergoing a visit in the near future, especially those who are new to the effort or have done an excellent job in implementing the *HSTW* design.

When selecting team members, be sure they understand and agree to the time commitment. While team members should be present for the entire visit, each team member *must be on time for the beginning meeting and remain at least through the evening of the second day*.

How Many Team Members Are Needed?

The number of members on a TA team depends on the size and number of schools to be visited. Six to eight team members are usually adequate, unless the school is very large the site includes multiple schools.

Who Serves on the Technical Assistance (TA) Team?

Membership of TA teams consists of individuals from other *HSTW* sites (if possible) within the state to include:

- A local site coordinator or a career/technical director from another *HSTW* site;
- A school/system administrator from another *HSTW* site;
- A teacher from each of the following disciplines: science, mathematics, English and social studies;
- A counselor;
- A school administrator from a feeder middle grades school;
- A representative from the private sector (business/industry/community) who understands the modern workplace requirements and the importance of making improvements in both career and academic courses;
- A representative from a postsecondary institution that enrolls many of the school's graduates and can inform the site about gaps that exist in the skills of current graduates and what is required to enter and succeed in the institution without having to take remedial courses;

- A member of the state board of education, local school board or member of the state legislature (Optional);
- A parent;
- Staff from the state department of education; (This is a good opportunity to train state department staff from academic and career/technical areas.) and
- Additional team members including two to three individuals who can look objectively at the career/technical programs and serve as "critical friends" and who have a deep knowledge of what constitutes quality high school technical instruction. Examples include a teacher educator, career/technical director or a representative from a community/technical college, a program specialist for the department of education, and/or career/technical teachers who have received national board certification representing exemplary programs.

Who Sends the List of Team Members to SREB?

For SREB-led visits, the state *HSTW* coordinator sends SREB the names and addresses of all team members 30 days before each visit so SREB can distribute the necessary materials. (See Appendix I, page 16.) If the state leader does not send the list, the local site must do so within the same period. This information should be sent to Jamila Brady or Susan Henson, SREB, 592 10th St. N.W., Atlanta, GA 30318, or e-mailed to jamila.brady@sreb.org or susan.henson@sreb.org. If the visit is state-led, the list should be sent to the state coordinator leading the visit within the same time frame.

Who Pays the Expenses of Team Members?

SREB pays the expenses of its representatives. The state covers expenses of its state representative leading a visit to another state. The host site or state covers expenses of team members representing local business/industry, a postsecondary institution or another school. Specific questions regarding expenses should be directed to the state coordinator. Policies vary by state.

When Are Sites Notified of a Technical Assistance Visit?

The state coordinator makes this decision. SREB suggests that state *HSTW* coordinators notify sites to be visited no later than the spring preceding the visit.

How Long Does a Visit Last?

Most visits begin at approximately 4 p.m., usually on a Monday or Wednesday, and end on Wednesday or Friday before noon. However, it is the state *HSTW* coordinator's responsibility to determine when the visit will begin. A detailed agenda is provided on page 7. The local site should plan the ending time on the third day, with special attention to the superintendent's and team leader's schedules.

Who Determines the Agenda?

It is the role of the local site coordinator to develop the agenda in cooperation with the state coordinator and team leader. The agenda should resemble the one on page 7. However, changes may be needed to accommodate local site schedules (e.g., the beginning and ending of the school day).

The principal/site coordinator selects the students and teachers to be interviewed. A school may also choose to randomly select a group of academic completers. If a site has implemented a ninth-grade transition program, the teams will want to interview a group of 10-12 ninth-graders. Students and teachers will be interviewed in a **group setting**. Interview times may need to be changed, depending on the needs of the site. The purpose of these interviews is to determine accomplishments the school has made in implementing the *HSTW* design, identify next steps the school plans to take, and get input regarding challenges the school still faces to advance student achievement. Interviews, if possible, should take place between 1 p.m. and 3 p.m. Be sure to list locations of interviews and other meetings on the agenda. ***The team leader will always interview the superintendent and the students. Time should also be set aside for the team leader to talk to the principal. Share the agenda with the staff.***

Note: The superintendent's interview and student's interview should be scheduled at different times.

Suggested Schedule/Agenda for the Visiting Team
Sample Agenda

_____ _____
School Date

FIRST DAY (Day of Week and Date)

4 p.m.	Technical assistance visit team orientation for two hours with team leader. (Location)
6 p.m.	The school's *HSTW* advisory/implementation/site team informs the technical assistance team about the site's accomplishments, next big steps and major challenges. (Location)

SECOND DAY (Day of Week and Date)

7:30 a.m.	Team organizational meeting (Location)
7:45 a.m.	Classroom observations start at the beginning of first period and end at noon
Noon	Lunch (Location)
1 p.m. — 3 p.m.	Other classroom visits as necessary
1 p.m.	Interviews by selected members of the technical assistance team of the following: ◆ A group of 10 to 12 career/technical completers, chosen at random (Location) ◆ A group of 10 to 12 senior academic majors, chosen at random (Location) ◆ The school principal (Location) ◆ The director of career/technical education/*HSTW* site coordinator (Location) ◆ A group of 10 to 12 ninth-graders, if the school implemented a ninth-grade program (Location)
2 p.m.	Interviews by selected members of the technical assistance team of the following: ◆ A group of five to six academic teachers (Location)* ◆ A group of five to six career/technical teachers (Location)* ◆ The superintendent or assistant superintendent for instruction (Location) ◆ One or more local school board members, if possible (Location) ◆ School counselors (interviewed by two team members) (Location) ◆ Several parents (Location)
3 p.m. — 8 p.m.	The TA team meets to discuss findings and prepare a draft report. (Later if necessary)

THIRD DAY (Day of Week and Date)

7:30 a.m.	The TA team meets to discuss the final report. (Location)
9 a.m.	An exit conference is held with the superintendent and site leaders. Allow approximately one hour.

*Two different locations should be chosen for the teacher interviews. The interviews should last for 45 minutes to an hour.

The team leader will always interview the superintendent and the students. Time should be set aside for the team leader to talk to the principal.

Preparing Administrators, Teachers and Counselors for the TA Visit

Preparation

In preparing for the technical assistance visit, everyone should know that a TA team will be visiting the school and that this visit is not evaluative in nature. All administrators, teachers, counselors, parents and students should be aware that the team will be in the school and may visit any or all classrooms.

Observation

Classroom observations should take place during the morning of the second day. Each observation will last 10 to 15 minutes. Observations will focus on teacher preparation, level of student engagement, challenging assignments given to students, and giving significance to what students see they are expected to learn. **Teachers should avoid giving tests on the days of the visit to support the team's observations.**

Interviews

Interviews will take place in the afternoon and generally last 45 minutes to an hour. The team will interview **groups** of academic and career/technical teachers, a sample of senior career/technical completers, senior academic completers, counselors, district leaders and the principal. If applicable to the school, a sample group of freshmen academy participants should be interviewed. Department chairs will be interviewed during their planning period. The purpose of these interviews is to determine accomplishments the school has made in pursuing *HSTW* goals and key practices, identifying next steps the school plans to take, and get input regarding challenges the school must face to advance student achievement (**does not apply to a first-year site with CSR funding.**) Appendix IV on pages 21-28 contains interview questions for the various groups.

Self-study

SREB recommends that the *HSTW* site implementation team of involved administrators, career/technical and academic teachers, and counselors complete the Self-study Rating Guide. (See Appendix V, pages 29-34, if the site has not given the *HSTW* assessment.)

The self-study contains the 10 *HSTW* key practices and indicators that address implementation. The self-study allows, the local site team and others to review each key practice and indicator. Place a check mark in the numbered column that best describes the degree to which that key practice is in place. The site team should determine the rating together and come to a consensus about where the site is in implementating the *HSTW* design. This should allow the site to find out its most outstanding practices, next steps and major challenges.

Benchmarks and Site Data Profile

HSTW sites that have administered the assessment will complete the *HSTW* Benchmarks and Site Data Profile (Attachment), in place of the self-study rating guide. (See Appendix V, pages 29-34.) A summary of the findings from the profile should be presented to the TA team during the school presentation on the first day of the visit, with a copy made available to the team in the workroom.

During the Visit

Day One — Team/Site Orientation

The TA team orientation begins promptly at 4 p.m. (or at an earlier time set by the state and the site). This meeting is led by the team leader and attended by team members. Site representatives do not attend. However, the local site coordinator should be present at the end of this two-hour meeting (as requested by the team leader) to answer any questions.

At 6 p.m., the TA team meets for 30 to 60 minutes with site leaders, including the principal, career/technical director, key teacher leaders and others invited by the site. The presentation may be conducted by the principal, site coordinator, teachers and students. Having the faculty present stresses the importance of the TA visit. Site representatives will answer these questions in their presentations to the team:

- What are your outstanding practices? For example, what have you done to implement student learning, attendance, postsecondary attendance, school completion rates, etc.?
- How did you do it and what are the results, especially in terms of improved student learning, attendance, postsecondary attendance, school completion rates, etc.?
- What do you intend to do next, i.e., what are your next steps?
- What are the major challenges faced in improving the quality of student learning? (Include findings from the *HSTW* Site Assessment Data Profile.) (See Attachment.)

TA team members will then review materials individually and plan their observations and interview schedules for the next day. Sites that want to host a dinner for the team (a dinner is not required) should do so during this evening. A dinner should not be planned for the second night, unless the team leader asks for sandwiches to be served because the team will need to work late in preparing the draft report.

Day Two — Observations, Interviews and Team Debriefing

Classroom observations take place during the morning of the second day and last for 10 to 15 minutes each. (See Appendix III, pages 18-20.) Interviews are in the afternoon and last from 45 minutes to an hour. The team will interview groups of academic and career/technical teachers, a sample of senior career/technical completers, senior academic completers, ninth graders, counselors, district leaders and the school principal. Individual teachers may also be interviewed during their planning period. (See Appendix II for Interview Schedule, page 17.)

At 3 p.m., TA team members will meet to discuss information they have collected and observed. The team will then prepare a draft outline of the report that evening, which may last until 9 p.m. or later. The team may need access to a computer lab in order to draft and key in the report. **Only the team leader and team members participate in the debriefing.**

Day Three — Exit

The TA team will meet at 7:30 a.m. to review the exit report. At 9 a.m., the team will meet with the site and system leaders to discuss the report. At that time, the team leader will present an oral report that will include the team's findings, challenges and suggested actions for the school. Schools may want to videotape the oral report so it can be viewed later and discussed by teams of teachers. A copy of the draft report will not be left with the school.

After the Visit

Technical Assistance Visits and reports are critical components of the services provided to *High Schools That Work* sites. The reports guide school improvement by helping school leaders change how they lead and by helping teachers change what and how they teach. They describe outstanding practices at the school, identify the school's major challenges, and recommend actions that administrators and teachers can take to raise student achievement.

The most important aspect of a technical assistance report is what the school does with it. Successful schools use their report as a vital resource document in writing, implementing, evaluating and revising their three-year school improvement plan. The following steps can assist a school in getting the most from a technical assistance report:

- **Make the report available to the entire faculty.** Each teacher should know what the technical assistance team urged the school to do. (See Appendix III, pages 18-20.)

- **Discuss the report.** Ask small groups of five or six teachers per group to meet with a facilitator and a representative of the school and district leadership team. At monthly faculty meetings or at a faculty retreat address challenges outlined in the technical assistance report. (Since there are more groups than challenges, some groups will work on the same challenge.) Encourage the groups to use school data in their discussions.

- **Reach consensus.** Ask each small group to decide on actions that can be taken each year for the next three years. Groups addressing the same challenge should meet together to reach consensus and determine specific actions.

- **Develop a plan.** A few key members of each group will work with the school's focus teams (curriculum, staff development, guidance/public information and evaluation) to develop an improvement plan. The plan will include objectives, strategies, activities, an organizational structure, a time line, professional development and projected costs.

- **Present the plan to the faculty, the superintendent and school board.** With their approval, school leaders and teachers can begin to implement the plan.

- **Implement the plan.** The small group of leader/facilitator will see that the plan is carried out and will report progress at faculty meetings.

- **Evaluate and revise the plan.** Use data to determine what is working and what is not working. Ask the small group of key members to suggest ways to revise the plan for the coming year.

Using the TA Report

Process for Using the TA Report

Ground Rules

Ground rules — everyone participates; cell phones are turned off; newspapers are read before and after school; papers are graded after the workshop adjourns; start and end on time. The principal should lead this process.

Objective

Use the *HSTW* TAV Report to help school leaders and teachers identify changes needed to achieve the *HSTW* goals.

Step 1: Provide a copy of the TA report to each faculty member.

Step 2: Organize faculty into focus teams — Each team will have an effective **team leader**, a **facilitator**, and a **recorder**. The **team leader** is the "keeper of the vision" who plans, informs, directs, supports and evaluates the progress of the team's assignment and serves as a reporter during the whole group sharing time. The **facilitator** keeps the discussion focused and moving along, intervenes if a discussion fragments, prevents anyone from being dominant or passive, and brings discussions to a close at the end of the allotted time. The **recorder** takes notes during discussions, records agreements and actions.

Step 3: Divide the challenges among the teams by matching the challenge to the charge of a particular team/committee. For example, if there is a challenge on aligning curriculum to standards, give it to the curriculum team.

Step 4: Have each team look at the recommended action steps and identify two (Chart 1) that could be accomplished in years one; two and three.

Step 5: Teams work through the process of developing implementation strategies (Chart 2).

Step 6: Break Through Strategy — In the upper right corner of a piece of chart paper, have each team write the names of their members. On that chart paper, the recorder will create three columns on the chart paper. Label Column 1: Me; Column 2: School Leadership Team; Column 3: Total Faculty.

Me	School Leadership Team	Total Faculty

Step 7: What does all of this mean? (Each person responds to each question individually.)

- What can I personally do to implement the strategies? (Write on two Post-it notes and put one in lesson plan as a daily reminder and the other on the chart.)
- What can school leadership team do to implement the strategies? (Write on a Post-it and put on the chart.)
- What can total faculty do to implement the strategies? (Write on a Post-it and put on the chart.)

Hang the chart on the wall after group has finished. The leadership team will synthesize the big ideas and share with the total faculty. The strategies should become a part of the school improvement plan.

Chart 1

Prioritizing TAV Report Action Steps

School: _____

Committee: _____

Chair: _____

Challenge:

Data Supporting Need:

Action Steps	Year 1	Year 2	Year 3

Chart 2

Implementing Action Steps

School: _____

Committee: _____

Chair: _____

Challenge:

School Improvement Goal:

Action Step:

Measurable Objective:

Data Supporting Need:

Select the two highest priority actions steps for Year One. Place each action step on a separate chart. As a group determine the implementation steps to achieve the action step this year.

Implementation Steps	Persons Involved	Deadlines	Resources Needed to Complete Tasks	Monitoring Process (Accountability)	Staff Development

APPENDICES

Appendix I

HSTW Technical Assistance Visit Team Member List

Southern Regional Education Board
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Atlanta, GA 30318

The site coordinator will complete this form and return it to Jamila Brady (jamila.brady@sreb.org) or Susan Henson (susan.henson@sreb.org) at SREB BEFORE the visit takes place and again, a final corrected (if necessary) copy with the written report. This is to ensure correct information about the visit.

PLEASE PRINT!!

HSTW Technical Assistance Team Member List

School _____ Principal _____ Email _____
Phone _____ Fax _____
School Address _____ **State** _____ **Zip** _____
Site Coordinator _____ E-mail _____
Phone (if different from above) _____

Category	Name	Address (City, State, Zip)	E-mail	Phone	Fax
Principal					
English Teacher					
Mathematics Teacher					
Science Teacher					
CTE Director					
CTE Teacher					
Middle Grades Principal					
Postsecondary Representative					
Employer					
Parent					
Board Member					
State Coordinator or State Staff					

Appendix II

Interview Schedule

The site coordinator will complete columns 2 and 3. The team leader will complete column 4.

(1) GROUP	(2) LOCATION	(3) TIME	(4) TA TEAM MEMBERS
Academic Teachers			
Career/Technical Teachers			
Ninth-graders			
Student Representatives Senior Academic Completers			
Guidance Counselors			
School-level Administrators			
Division-level Administrators			
Parent/Community Representatives			

Appendix III

Introduction to the SREB Classroom Notes Form

The purpose of the classroom visit is to determine, within a 10- to 15-minute snapshot in a classroom, the degree to which students are actively engaged in learning challenging content. Given the short window of the visit, this form must be brief, while encouraging the observer to note key characteristics of the instruction that support student achievement. Space is provided for running notes and for reflection on the quality of the learning environment following the classroom visit.

There are many factors that contribute to a well-managed and well-planned lesson. To address them all would result in a form of many pages and a classroom visit that lacks focus. This form encourages the observer to look specifically at the quality of work through items that support student achievement. In addition, the observer is asked to describe several aspects of the classroom environment.

There are several things this form emphasizes:

- **A focus on the students' experiences in the classroom.** It is a "moment-in-time" assessment of what is actually happening. This is not an evaluation of individual teachers. For example, there are no items related to teacher planning. Though it is important for teachers to plan lessons in advance, planning alone does not guarantee student learning. The teacher's ability to engage the students in learning is a more significant factor and actually can be observed in the classroom.
- **A description of the quality of the learning experience rather than the specific method used.** This is not an assessment of particular teaching methods, although some methods such as cooperative learning or project-based learning may indeed lead to improved student learning. For example, the form asks if students are engaged in substantive interaction about the content of the lesson. Students could be interacting in groups or in a well-designed discussion involving the whole class.
- **A view of the physical environment and the resources available in the classroom only as they impact student learning.** Technological tools may be readily available in the classroom, but the important information is how they are being used to enhance student learning.
- **A description of the quality of work in which students are engaged.** It is more than an assessment of whether students are "on task." Observers should be concerned with the nature of the task and whether or not students are encouraged to think deeply about the content of the lesson. For instance, student reading should include evidence that the student understands what he/she is reading.

This form does not address all relevant data from the classroom. Some data may be difficult to obtain during a classroom visit; some issues may be better explored through questions during student or teacher interviews. For example, students should be asked whether or not they are aware of the standards for quality work and opportunities for extra help. Teachers should be asked about professional development opportunities and ways these opportunities have supported fundamental changes in classroom practice.

Further evidence of student experiences can be collected if it does not interfere with teaching and learning. Beyond the actual visit of classroom events, the observer can ask the teacher, if the opportunity arises, for samples of student work, a copy of the course syllabus, copies of recent assessments or copies of end-of-course exams. These offer further evidence as to how the teacher engages students in learning.

Classroom Notes Form

I. Teacher Observed _____ TAV Team Member _____
Subject _____ Level of Class _____
Time Observed _____

II. Student Information:

____ Caucasian Females ____ African-American Females ____ Other Females
____ Caucasian Males ____ African-American Males ____ Other Males

III. Room Arrangement (Check Characteristics If Observed):

❒ Desks/Tables in Rows ❒ Arrangement Changed During Lesson
❒ Desks/Tables in Clusters ❒ Students Isolated From Class

Teacher's Desk:

❒ Front ❒ Back ❒ Other

IV. Learning Environment:

____ Number of Computers
____ Number in Use
____ Type of Activity (e.g., Drill, Simulation, Research)

Books ❒Y ❒N
Newspapers ❒Y ❒N
Magazines ❒Y ❒N

V. Examples of Quality Student Work:

Displays of Student Work ❒Y ❒N
Quality and Content Appropriate to Subject and Grade ❒Y ❒N

VI. Special Notes

Classroom visits provide a snapshot of what is happening at a particular time. The basic purpose of the classroom visit is to find out:

1. the extent to which students are challenged;
2. the extent to which students are engaged in learning;
3. the extent to which the classroom is productively focused and managed; and
4. the extent of differences between high- and low-achieving classes.

The chart below provides a basis to describe what is taking place in the classroom. Rate each item by circling from 0-4 the extent to which each indicator is occurring. Detailed comments and examples are very important sources of evidence to support the technical assistance report.

4 = There is substantial evidence of the indicator.
3 = There is moderate evidence of the indicator.
2 = There is little evidence of the indicator.
1 = There is no evidence of the indicators.
0 = Not observed.

RAISING EXPECTATIONS 1. The teacher clearly communicates learning objectives and students know what is expected.	4 3 2 1 0	**Comments/Examples:**
2. Students are prepared for class. A short warm-up assignment is posted and class begins promptly.	4 3 2 1 0	
3. There is a climate of mutual respect, effort and value of learning exhibited in the classroom.	4 3 2 1 0	
4. Disruptions to the learning environment are managed effectively.	4 3 2 1 0	
ENGAGING INSTRUCTION 5. Connections are provided between students' prior learning, the content of the lesson/assignment and other disciplines.	4 3 2 1 0	
6. The learning activities are organized in a logical sequence with enough variety to meet different learning styles.	4 3 2 1 0	
7. Students share and defend their ideas and interact with others about the content to promote deeper understanding.	4 3 2 1 0	
8. Students are excited about the lesson and are involved in learning through discussing, researching, solving problems and considering different viewpoints and perspectives.	4 3 2 1 0	
9. The teacher focuses on ensuring that students grasp the subject matter; i.e., checking for understanding, asking for evidence, asking students to explain.	4 3 2 1 0	
10. The teacher and students talk substantively about the content of the lesson in pairs, as teams or small groups, or as a class.	4 3 2 1 0	
11. Instruction includes the use of themes, real-world problems, issues, concepts or open-ended questions.	4 3 2 1 0	
CHALLENGING ASSIGNMENTS 12. Questioning patterns require all students to use higher level skills such as comparisons, summaries, analysis and application.	4 3 2 1 0	
13. The teacher makes open-ended assignments that require students to do research, construct responses and/or defend ideas.	4 3 2 1 0	
14. Assignments are of appropriate quantity, quality and level of challenge.	4 3 2 1 0	
15. Technology is integrated into classroom experiences in an appropriate manner that includes completion of meaningful assignments.	4 3 2 1 0	
LITERACY/NUMERACY FOCUS 16. Students read for information, write and speak in more than one-word or one-sentence responses.	4 3 2 1 0	
17. Career, fine and related arts classes use reading and mathematics to connect with academic courses.	4 3 2 1 0	

Appendix IV

Student Interview Form

Site: _____

Use this form as a guide to interview students at the *HSTW* site you are visiting.

1. How would you describe your high school to a friend?

2. In which class do you learn the most and why?

3. Quality learning is the result of considerable effort to do something exceedingly well — a paper, a project, a mathematical problem or performance in a school play. Give an example of quality learning you experienced in an academic or career/technical class and describe why you believe it to be quality work.

4. How do you know what you have to do to earn an A or a B in a course?

5. Are you allowed to redo your work until it meets standards? If yes, describe the process.

6. If you are performing below standards in a class, describe any form of extra help that is available to you. Is it required?

7. What major research paper did you complete in high school that took a great deal of time outside class? How often do you have this kind of assignment? What did you learn from the experience?

8. Have you been assigned an adviser or mentor? If yes, describe how that adviser or mentor works with you.

9. When did you develop a career plan? How often is it reviewed? How are your parents and teachers involved in the career-planning process?

10. What changes would you make in this school to get more students to achieve high-quality learning?

Ninth-grader Interviewer Form

Site: _____

Use this form as a guide to interview ninth-graders at the *HSTW* site you are visiting if the school has a ninth-grade transition program or academy.

1. Do you believe you were prepared successfully to do high school work? Why or why not?
2. Describe your ninth-grade English and mathematics courses.
3. In which class do you learn the most and why?
4. How do you know what you have to do to earn an A or a B in a course?
5. If you are performing below standards in a class, describe any form of extra help that is available to you. Is it required?
6. Are you required to take a support class that focuses on study skills, note-taking and time-management skills? If so, describe.
7. Have you been assigned an adviser or mentor? If yes, describe how that adviser or mentor works with you.
8. When did you develop a career plan? How often is it reviewed? How are your parents and teachers involved in the career-planning process?
9. What changes would you make in this school to get more students to achieve high-quality learning?

Teacher Interview Form I: Academic Teachers

Site: _____

Use this form as a guide to interview teachers at the *HSTW* site you are visiting.
Note: If this is a first year site, rephrase the questions to include plans related to *HSTW*.

1. Describe how you are using *HSTW* to make improvements in teaching and learning.
2. How has your school gone about getting all faculty involved in *HSTW*?
3. Describe staff development at your school. How has staff development changed your instruction?
4. How does the principal engage all of the faculty in using data to evaluate the school's academic and career/technical programs? How are data used to identify gaps in achievement, curriculum and instruction?
5. Describe examples of students working hard in your class to demonstrate quality learning.
6. Describe how students get extra help if they are not meeting standards.

7. How have school and district leadership supported improvement efforts at the school?

8. What major challenges do you and your school continue to face in implementing the *HSTW* goals and key practices?

Teacher Interview Form II: Career/Technical Teachers

Site: _____

Use this form as a guide to interview career/technical teachers at the *HSTW* site you are visiting.

1. How do you teach and reinforce new workplace skills vital to high-performance workplaces such as problem-solving, creativity, leadership, interpersonal skills, oral and written communication skills and higher-order thinking skills? What have you done as a faculty to analyze the amount of time you spend on these skills? How do you assess these skills?

2. Does the career/technical program focus solely on entry-level skills or does it provide students with a working knowledge of all aspects of an industry? Are students given the theoretical/academic foundation for upgrading their skills and adapting to new jobs? If so, explain.

3. How does you program measure career/technical achievement?

4. How do you help students become independent learners?

5. Is your program certified? Is it recognized by industry, professional or trade associations or state licensing agencies? Does it lead to credential opportunities? If not, how are you working toward certification?

6. How does the career/technical program support regional and state labor market needs?

7. Are students required to do projects? Describe some specific projects, especially those that are interdisciplinary/integrated or those that require students to do considerable work outside class, do research, write a paper, use mathematics, design and make a product, give an oral presentation, etc. How do students use technology to complete these projects?

8. Do business and industry representatives participate in curriculum planning? The design and implementation of work-based learning? Program improvement? Are work-based learning experiences tied to standards?

9. What major challenges do you and your school face in fully achieving *HSTW* goals and key practices? What strategies will you pursue to address these challenges?

Teacher Interview Form III: All Teachers

Site: _____

Use these questions to interview teachers during their planning periods.

English

1. Is the English curriculum benchmarked to state and National Council of Teachers of English (NCTE) standards?
2. How many books are students required to read each year?
3. Is there a book list representing selections from across the curriculum? (Ask for a copy.)
4. Are all students required to read over the summer?
5. Are students required to write a research paper each year? (Ask for guidelines and rubrics.)
6. How much writing are students required to do daily? Weekly? Monthly?
7. Have common writing rubrics been developed?
8. How often do students do oral presentations?
9. Are there curriculum maps, pacing guides, common course outlines, syllabi, exams and scoring rubrics for the English department?
10. Have common end-of-course exams been developed?
11. Are teachers working together to review assignments, assessments and student work?

Mathematics

1. Is the mathematics curriculum benchmarked to state and National Council of Teachers of Mathematics (NCTM) standards?
2. Are students assigned mathematics projects and presentations?
3. Are there curriculum maps, pacing guides, common course outlines, syllabi, exams and scoring rubrics for the mathematics department?
4. Have common end-of-course exams been developed?
5. Are teachers working together to review assignments, assessments and student work?

Science

1. Is the science curriculum benchmarked to state and National Science Teachers Association (NSTA) standards?
2. How much time each week do students spend in the lab?
3. Are science projects required? (If so, get examples of assignment requirements, scoring, rubrics, etc.)
4. Are students required to read, write and make presentations in science courses? (Get examples.)
5. Are there curriculum maps, pacing guides, common course outlines, syllabi, exams and scoring rubrics for the science department?
6. Have common end-of-course exams been developed?
7. Are teachers working together to review assignments, assessments and student work?

Social Studies

1. Is the social studies curriculum benchmarked to state, national and National Council of Social Studies Teachers (NCSST) standards (government, geography and history)? Does the curriculum include economics?
2. Are students expected to read from a variety if materials? Is there a reading list of recommended books/articles from which students are expected to read? How many books/articles do students read per semester/year? (If there is a reading list, get a copy.)
3. Are there curriculum maps, pacing guides, common course outlines, syllabi, exams and scoring rubrics for the social studies department?
4. How much and how often are students expected to write?
5. Have common end-of-course exams been developed?
6. Are teachers working together to review assignments, assessments and student work?

Career/Technical

Note: This interview may be held with either the department chair for career/technical education or the district's career/technical director.

1. Are program goals, contents and assessments aligned with state and national academic and skill standards?
2. Are the programs technologically current? Do learners have opportunities to use state-of-the-art technology within their industry and to understand the impact of technological advances within their chosen field?
3. Are the programs certified? Are the programs recognized by industry, professional/trade associations or state licensing committees? Is the teacher industry-certified? Is there a process in place for recertification? Do the programs lead to credential opportunities?
4. Do the career/technical programs focus solely in entry-level skills or do the programs provide students with a working knowledge of all aspects of an industry?
5. Are students given the theoretical/academic foundation for upgrading their skills and adapting to new jobs?
6. Have the teachers developed course syllabi (not just as a list of competencies)? Ask for copies.
7. How does the career/technical program develop new workplace skills important to high-performance workplaces? Examples include problem solving, creativity, interpersonal skills, leadership, higher-order thinking skills and teamwork.
8. How does the program support regional or state labor market needs?
9. To what extent do the classes focus on making students independent learners rather than teacher-dependent learners? Are students working on open-ended solutions to real-world problems?
10. What percentage of teachers have clear and demanding standards?
11. Are students required to do projects? Describe specific projects, especially those that are interdisciplinary/integrated or that require considerable work outside of class and involve research. Are projects designed to be open-ended with clear criteria to be met?
12. Are strong visible ties to business and industry evident? Does collaboration result in articulated and well-developed career pathways at the secondary and postsecondary levels? (Get copies of articulation agreements.)
13. Do business and industry representatives participate in curriculum planning, the design and implementation of work-based learning and/or program improvement?
14. How are Web-based learning experiences linked to standards? Are they an integral part of classroom instruction? Does the teacher regularly meet with employers to discuss course objectives, scope and sequence? Is there an orientation or job training session with employers? Do employers understand the high school academic and technical requirements as well as work-based course objectives?
15. Do employers require students to show report cards and attendance records? Does the school report student absences to the employer? Do employers support the school with a "no-pass, no work" employment requirement? Do employers give incentives for superior performance? Are employers informed of special events that may affect employee scheduling such as semester finals or state assessment?
16. How do the programs measure career/technical achievement? What skills are measured? How is the evidence collected and supported? Are the data used to support program improvement?
17. Review career/technical teacher assignments. Do they require students to read and use mathematics and computer science concepts. Are the reading and mathematics skills required above the Basic level?
18. Have any of the programs been recognized for outstanding performance or contributions to the field at the local, state and/or national levels? If so, describe.

Counselor Interview Form

Site: _____

Use this form to interview counselors at the *HSTW* site you are visiting.
Note: If this is a first-year site, rephrase the question to include future plans related to *HSTW*.

1. Describe how you are using *HSTW* to improve the guidance and advisement process. What specific changes have occurred in guidance and advisement as a result?

2. Do all students have adult advisors who stay with them through all four years of high school?

3. How do you involve parents in the guidance and advisement process? Are parents required to meet with you and/or the student's adviser before class registration?

4. How does the career-planning process address the student's career aspirations?

5. How do you use data to help plan a student's program of study?

6. How do you help students see the relationship between the courses they take and their future plans?

7. What major challenges do you and your school face in fully achieving the *HSTW* goals and key practices?

School Administrator Interview Form

Site: _____

Use this form to interview the school principal and *HSTW* site coordinator.
Note: If this is a first-year site, rephrase the question to include future plans related to *HSTW*.

1. How do you support improvement efforts at this school?

2. How do you use data to evaluate the school's academic and career/technical programs?

3. Describe how you are involved in improving teaching and learning.

4. How have you involved the whole faculty in using the Technical Assistance (TA) report for school improvement?

5. How has staff development changed instruction? Describe how you follow up on staff development to see if strategies have been translated into changes in instruction?

6. How do you provide time for teachers to understand different kinds of data? How are data used to evaluate the school's academic and technical programs?

7. Do you use faculty-student groups/teams to address individual components of the school improvement plan and other issues related to curriculum and instruction? If so, describe the process and outcomes.

8. What major challenges do you and the school face in fully achieving the *HSTW* goals and key practices?

System Leadership Interview Form

Site: _____

Use this form to interview the superintendent and system leaders at the *HSTW* site.
Note: If this is a first-year site, rephrase the question to include future plans related to *HSTW*.

1. How do you and the board support improvement efforts at the school?

2. What further changes would you like to see implemented?

3. How have you and the board of education supported the principal and teachers in making these changes?

4. How have you encouraged the principal and teachers to create an organizational structure that involves parents and community leaders in team planning and program implementation?

5. What major challenges do you and your school continue to face in fully achieving the *HSTW* goals and key practices?

Business Industry Representative Interview Form

Site: _____

Use this form to interview business and industry leaders involved with the site.

1. How are you helping teachers and administrators set higher standards for students?

2. How can your company demonstrate to students that it values achievement and cares about learning?

3. How can you become more involved in setting standards for school attendance and achievement?

4. How does your company recognize high achievement by students?

5. Does your company request school information such as attendance records, transcripts and student portfolios as criteria for hiring students? If so, explain.

6. Does your company limit the number of hours students can work during the school week or school year? If so, what are the limits?

7. Do you base promotions and raises in part on the caliber of learning that a student demonstrates at school?

8. How can the school better prepare students who are working in your business?

9. Is the work experience at your business a learning experience? For example, do students learn various aspects of running a business? Do you use job rotation and have students' complete progressively more complex tasks? Do students learn to make choices by learning more about different occupations?

10. Do you provide mentoring and tutoring opportunities?

11. Have you had any opportunities to: (Provide specific examples.)
    - Provide information and activities to prepare students for challenging careers?
    - Partner with schools and teachers to improve student's academic and technical knowledge?
    - Provide educators, students and parents with specific information about the preparation needed to advance in the industry?
    - Provide students with quality workplace learning opportunities?

Parent Interview Form

Site: _____

Use this form to interview parents at the *HSTW* site.

1. What evidence do you have that your student completed high-quality work while in high school?

2. How have you helped your student make a plan for the future?

3. Has your student received information about high school graduation requirements and further study or work?

4. Is information on student progress reported to parents in a timely manner? Is it specific to groups within the school, e.g., racial/ethnic, socioeconomic, gender? What evidence is provided that students from various racial and socioeconomic groups are progressing at similar rates?

5. Does the school emphasize a few important school rules and enforce them consistently and fairly for all students?

6. Do adults in this school communicate high expectations for all students? How?

7. How frequent is communication among school staff, parents and teachers?

8. Do students who are performing poorly receive extra time and help to achieve at higher levels? How?

9. Is your student required to read outside of class? How much? Give examples.

10. How has the school changed what is taught, how teachers teach and how student performance is measured to better prepare all students for further study?

Appendix V

Self-study Rating Guide — Indicators and Practices

0 — No action taken related to this practice.
1 — Site representatives — teachers, counselors and school leaders — are aware of or know about this practice.
2 — Site representatives are developing plans for its implementation (through discussion or in-service education).
3 — A few representatives are using this practice routinely and effectively.
4 — At least half or the representatives are using this practice and have made adaptations or refinements to improve its impact on students.
5 — Most representatives have fully adopted this practice and continually consider further changes to improve its impact on quality learning.

Indicators — Raise expectations and provide extra help	**0**	**1**	**2**	**3**	**4**	**5**
1. Teachers often clearly indicate the amount and quality of work necessary to earn an A or B.						
2. Students do one or more hours of homework each day.						
3. Students often revise their essays or other written work several times to improve quality.						
4. Students are required to complete a senior project that includes researching a topic, creating a product or performing a service, and giving a presentation.						
Indicators — Raising Literacy Expectations Across the Curriculum	**0**	**1**	**2**	**3**	**4**	**5**
5. Students read 25 or more books (or their equivalent) across all classes.						
6. Students read two or more hours outside of class each week.						
7. Students complete a short writing assignment in all classes at least weekly.						
Indicators — Extra Help	**0**	**1**	**2**	**3**	**4**	**5**
8. Students often are able to get extra help from their teachers without much difficulty when they need it.						
9. Students received extra help in mathematics from their teachers a few times a week.						
10. Students received extra help in reading from their teachers a few times a week.						
11. Teachers often set high standards and are willing to help them meet them.						

Indicators — Program of Study	**0**	**1**	**2**	**3**	**4**	**5**
1. All students are required to complete the *HSTW*-recommended curriculum.						
2. Four credits in college-preparatory level English/language arts courses						
3. Four mathematics credits with at least three credits equal to Algebra I, geometry and Algebra II. Mathematics is recommended in the senior year						
4. Three science credits, including two credits in chemistry, physics, applied physics, anatomy/physiology and lab-based college-preparatory biology (four on block schedule)						
5. Four credits in a concentration Each student is required to complete either a career or academic concentration.						
6. A computer technology course aimed at teaching students database management, word processing, PowerPoint, the Internet and e-mail as tools for project-based learning (SBD)						
7. Percentage of students who receive the *HSTW* Award of Educational Achievement						
Indicators — Career/Technical Studies	**0**	**1**	**2**	**3**	**4**	**5**
1. Career/technical teachers often stress mathematics.						
2. Students read technical manuals to complete career/technical assignments at least weekly.						
3. Students complete short writing assignments of at least one to three pages for their career/technical assignments at least weekly.						
4. Students use mathematics to complete career/technical assignments at least weekly.						
5. Students are required to keep a folder/portfolio containing a list of books or articles read, writing samples, and products or pictures of products made.						
6. Students have to use a database or spreadsheet to complete an assignment or project at least once a semester.						
7. Students have to meet standards on a written exam to pass the career/technical course.						
8. Students have to prepare a written report/research study at least once a semester.						
9. Students have to read a career-related article and demonstrate understanding of the content at least once or twice a month.						
10. Students have to take a performance test containing industry standards they had to meet to pass the test.						
Indicators — Work-based Learning	**0**	**1**	**2**	**3**	**4**	**5**
1. Students receive on-the-job training and rotate through several departments or jobs.						
2. Students receive on-the-job training and observe veteran workers performing certain jobs.						

Indicators — English	**0**	**1**	**2**	**3**	**4**	**5**
1. Students are required to read 10 or more books (or their equivalent) for English courses each year.						
2. Students have to complete at least one short writing assignment for a grade weekly.						
3. Students have to draft, rewrite and edit writing assignments before receiving a grade at least monthly.						
4. Students have to complete a written research paper on a subject that they choose at least once a year.						
Indicators — Mathematics	**0**	**1**	**2**	**3**	**4**	**5**
1. Students use a graphing calculator to complete mathematics assignments at least weekly.						
2. Students complete a written report on a major mathematics project at least once a semester.						
3. Students work in groups to brainstorm how to solve a mathematics problem at least once or twice a month.						
4. Students solve mathematics problems other than those found in the textbook at least weekly.						
Indicators — Science	**0**	**1**	**2**	**3**	**4**	**5**
1. Students use science equipment to do science activities in a laboratory with sinks and tables at least twice a month.						
2. Students read an assigned book (other than a textbook) or article dealing with science at least monthly.						
3. Students complete research projects in science that involve designing an experiment and preparing an oral report of the results at least once a semester.						
Indicators — Engaging Strategies for All Teachers	**0**	**1**	**2**	**3**	**4**	**5**
1. Teachers use reading and writing strategies across the curriculum.						
2. Teachers use open-ended problems for which there is no obvious method of solution at least weekly.						
3. Teachers require students to work in cooperative groups to deepen understanding of content weekly.						
4. Teachers require students to work on an extended major project of a week or more at least once a semester.						
5. Teachers require students to do computer-assisted research/assignments at least monthly.						
6. Teachers ask students to participate in a class discussion about content studied at least weekly.						
7. Teachers require students to use word processing to complete an assignment or project at least weekly.						
8. Teachers work with other teachers to examine students' work to determine if it meets state or national standards in the content area several times a year.						
9. Teachers report that they include all of the following forms of assessment in students' final course grades: teacher-made, open-ended; projects or practical/lab exercises; portfolios of students' work; and end-of-course exam in their content area used school wide.						

Indicators — Teachers Working Together	**0**	**1**	**2**	**3**	**4**	**5**
1. Students have joint projects directed by both an academic and a career/technical teacher that required the following:						
Reading						
Writing						
Mathematics						
Science						
2. Teachers are familiar with the content and specific goals of courses taught by other teachers in the school.						
3. Teachers meet monthly or more often as part of a team of academic and career/technical teachers to plan joint instructional activities.						
Indicators — Guidance	**0**	**1**	**2**	**3**	**4**	**5**
1. Students receive the most help in planning a high school program of study before grade nine.						
2. Students take part in a parent-teacher-student conference to plan a high school program of study at least once a year.						
3. Students have an adult mentor or adviser who worked with them all four years of high school.						
4. Students receive information from someone at school about selecting or applying to college.						
Indicators — Middle Grades/High School Transition	**0**	**1**	**2**	**3**	**4**	**5**
1. Teachers meet with teachers from feeder middle grades or junior high schools at least annually to discuss expectations, content knowledge and performance standards for students entering high school.						
2. The school is effectively using a required parent-student school conference to plan or review the high school program of study for every entering ninth-grader.						
3. The school is effectively implementing a summer bridge program in reading and mathematics to help eighth-graders get ready for high school (should consist of four to six weeks of instruction).						
4. The school is effectively using a schedule that allows double periods in reading and mathematics for students who need extra help.						
5. A caring adult is assigned to mentor each entering ninth-grader.						

Indicators — High School/Post High School Transition	**0**	**1**	**2**	**3**	**4**	**5**
1. The school works with a postsecondary institution to give most juniors their placement exams to determine which students are not ready for postsecondary study and uses the senior year to get them ready.						
2. The school requires students performing below the state or national average on the ACT or SAT mathematics and verbal sections to take higher-level mathematics and English courses during the senior year.						
3. All students take a mathematics course during their senior year.						
4. The school is decreasing the percentage of students needing to take remedial or developmental courses in reading, language arts, writing or mathematics at the postsecondary level.						
5. Students are often encouraged by counselors or teachers to take more challenging mathematics courses.						
6. Students complete four courses (credits) in mathematics.						
7. Students are often encouraged to take more challenging science courses.						
8. Students complete four courses (credits) in science.						
Indicators — Strong Leadership	**0**	**1**	**2**	**3**	**4**	**5**
1. The principal stresses that teachers should teach all students to the same high standards.						
2. Teachers and school administrators work as a team to improve student achievement.						
3. The school or district offers a teacher-mentoring or induction program.						
4. Staff development programs are sustained over time, with ample follow-up activities.						
5. Staff development experiences have resulted in holding students to current national standards developed by teachers in their fields.						
6. Teachers are expected to reflect on what they learn in staff development programs and apply it in the classroom.						
7. The principal uses data at least annually to continually evaluate the school's academic and technical programs.						
8. The principal consults with staff members before making decisions that affect them.						
9. The principal talks with them to make sure the content in their classes is within the established scope and sequence for the curriculum.						
10. The principal organizes study teams to address individual components of the school improvement plan.						
11. Teachers use data reports to evaluate the school's programs and activities.						
12. The principal encourages teachers to experiment with their instructional strategies at least every semester.						

Indicators — Staff Development *Provided at least 40 hours of staff development during the past three years on:*	**0**	**1**	**2**	**3**	**4**	**5**
1. raising expectations for student achievement.						
2. additional study and greater depth in content areas.						
3. using reading and writing for learning in the content areas and across the curriculum.						
4. teaching students to interact and cooperate with each other during the learning process.						
5. studying samples of students' work (to improve academic and technical skills and accelerate achievement).						
6. using project-based learning to deepen understanding of content.						
7. using performance assessments, such as presentations, writing and projects.						
8. having students design and conduct research investigations.						
9. using applied learning strategies to teach higher-level academic content to all students.						
Indicators — Staff Development Format *Staff development in the past three years that:*	**0**	**1**	**2**	**3**	**4**	**5**
1. required reading professional literature and using professional videotapes with a study group.						
2. required them to do research, based on their own classrooms.						
3. resulted in classroom observations and feedback from other educators.						
4. required working with teachers who have been successful in getting students to master high-level content.						

One-day Follow-up Technical Assistance Visit

Site Guidelines for *HSTW* Technical Assistance Follow-up Visit

As you proceed with implementation of the *HSTW* design model, it is important to analyze and document the progress that has been made since you joined the *HSTW* network. The purpose of the one-day follow-up visit is to review/assess the actions taken to implement the recommendations indicated for each challenge in the most recent technical assistance report.

Unlike the three-day technical assistance visit (TAV), the team conducting the one-day follow-up visit will include an SREB staff member, a district representative and the state *HSTW* coordinator or a representative from the state staff. The team will visit your school for one full day to meet with administrators, faculty members and students, and visit classrooms.

To experience a productive review visit and to make the most efficient use of the team's time, a number of things must be done well in advance of the visit. Use the following checklist to ensure that all necessary preparations have been made.

The purpose of the follow-up visit is to help district and school leaders and teachers:

- assess progress in implementing actions recommended in previous TA visit reports and appraise improvement in student achievement.
- use data to determine needs and actions, and assess alignment of school improvement, teaching reforms and student work with standards.
- accelerate improvement by promoting the school's self-reflection and evaluation.

Before the Visit

Four to six weeks before the visit:

- ❒ Ask faculty focus teams to review challenges and recommended actions in the last TA report and complete the TA Report Progress Form (Appendix IX, pages 44-49) for their assigned challenges. (See Appendix VIII for a sample, page 43.)
- ❒ Complete the *HSTW* Benchmarks and School-based Data Profile.
- ❒ Leadership team collects the TA Report Progress Charts and prepares a summary.

Three weeks before the visit:

- ❒ Assemble a copy of the master schedule that includes all teaching assignments by period and room number; a school map and bell schedule, the school Web site address, if available, and; any other logistical information that helps the team leader get to and navigate within the school.
- ❒ Send this to the team leader, keeping in mind that it should arrive **two weeks before the visit.**
- ❒ Organize and schedule all interviews.
- ❒ Develop a visit agenda.
- ❒ Convey to teachers that classroom visits will occur. Individuals to be interviewed (administrators, academic and technical teachers, counselors and students) should be designated in advance, and a schedule with names, times and locations provided to all participants. Classroom 10 to 15 minute drop-in visits will be selected randomly by the team leader. No advance preparation is required. The principal should accompany the team leader during classroom visits. (See Appendix X for the Walk-through Observation Form, page 50.)

Two weeks before the visit:

- ❒ Fax to the team leader the agenda for the visit at each school (See Appendix VI for a sample agenda, page 40.) and the summary of the completed *HSTW* Benchmarks and School-based Data Profile.

One week before the visit:

- ❒ Arrange for as many individuals as possible to be present for and participate in the exit report and discussion. The exit report should occur after school, using time that is often reserved for faculty or departmental meetings. In schools or districts in which contractual arrangements conflict with this effort, the school should arrange for a leadership team to hear and discuss the exit report with the TA visit team leader. In this case, the leadership team should report back to the entire faculty within a week.

During the Visit

The visiting team will:

- ❒ Meet with the principal and school leadership team to review progress since the previous TA visit. The school will present their reflective analysis of the data portfolio to the team leader. The school will also present copies of samples of student work. The school report will include an outline of the next steps the school plans to take (two hours).
- ❒ Interview a representative group of teachers and counselors. The focus of the group interview will be: the impact of prior TA visit reports and professional development services on school organization for improvement, raised expectations, revised academic and technical curricula aligned with standards, classroom practices, guidance/advisement, provision of extra help and time, student work and its relationship to these efforts, and progress in raising student achievement (two 45-minute sessions for six teachers each). Interview questions are in Appendix VII, pages 41-42.
- ❒ Interview a representative group of three students at each grade level. This will consist of three ninth-, 10th-, 11th- and 12th-graders. If the school has a ninth-grade academy, the team leader should interview a random group of 10 to 12 ninth-graders from the academy. The focus will be on raising teaching and learning expectations for students; rigorous and student-centered instruction, the quality of student work and preparation for the future. The interviewer will seek to determine changes over time and recommendations for improvement (45 minutes). Interview questions are in Appendix VII, pages 41-42.
- ❒ Conduct classroom visits focusing on critical areas, based on the school report and analysis of data.
- ❒ Conduct an after-school exit report and discuss it with the principal, leadership team and other faculty members. The more faculty that are involved, the greater the benefit to the school.

After the Visit

- ❒ The school will receive a report from the team leader no more than two months from the date of the visit. The final report will include itemized analysis of progress in implementing recommendations of the initial TA visit report, analysis of progress in raising student achievement through use of *HSTW* key practices and analysis of detailed next steps related to challenges. It is vital for the school to understand that working with schools is a team effort at SREB, so the final written report may include additional recommendations not discussed during the exit interview. The final report will include the best collective thoughts of SREB staff about actions the school can take to address challenges, based on all the information gathered about the school.
- ❒ Make the report a part of the school improvement plan.

See page 11 — Using the TA Report.

Site Checklist

Before the visit:

- ❒ Site coordinator assists the TA team leader in inviting the district representative who will serve on the team.
- ❒ Faculty focus teams meet to review challenges and recommended actions in the last TA report and complete the TA Report Progress Chart for their assigned challenges.
- ❒ Faculty focus teams meet to complete the *HSTW* Benchmarks and School-based Data Profile.
- ❒ The leadership team collects the TA Report Progress Charts and prepares a summary. The summary and the completed *HSTW* Benchmarks and School-based Data Profile are sent to the TA team leader at least two weeks before the visit.
- ❒ The site coordinator sends a copy of the agenda, master schedule, bell schedule and a map of the school to the team at least two weeks prior to the visit.
- ❒ The site coordinator and leadership team collect evidence that demonstrates progress and make it available for the visiting team. These may be compiled in a portfolio*, which should include actions taken and data supporting effectiveness of the efforts. Portfolio items may include booklets, brochures, staff development agendas, videos and model classroom assignments, and exemplars of student work.
- ❒ The site coordinator and principal select teachers and students to be interviewed and determine specific times and locations.
- ❒ The principal and site coordinator share with the faculty about the purpose of the visit and the day's agenda.
- ❒ The site coordinator and principal determine who will be present at the exit conference at the end of the day and determine the time and location.
- ❒ The site coordinator arranges for beverages, snacks and lunch to be available to the team throughout the day (optional).
- ❒ The site coordinator makes copies of Appendix X — Walk-through Observation Form, page 50.

During the visit:

- ❒ Designate a parking area for visitors.
- ❒ Announce to students and faculty the presence of the visiting team.
- ❒ Ensure that appropriate staff and students appear at their appointed times and locations for interviews.
- ❒ Have someone available to answer questions and provide items needed by the team.

After the visit:

- ❒ Have focus teams meet to read the follow-up report. Determine how to implement recommendations in the report. Develop next year's school improvement plan that incorporates the recommended action steps.

* *HSTW* sites with CSR funding will compile a portfolio of data and other information before the visit.

Appendix VI

Sample Agenda
HSTW Follow-up Technical Assistance Visit

7:30 a.m. — 8:00 a.m.	Team leader and state coordinator, district representative meet at the school to review the structure of the visit, assignments and data. **Location:** _____
8:00 a.m. — 9:00 a.m.	Interview overall site/implementation team (team leader and state coordinator). **Location:** _____
9:00 a.m. — 11:00 a.m.	Walk-through observations in a random-sample of core academic and career/technical classes (team leader, state coordinator and district representative) **NOTE:** District representative will continue observations during the interviews.
11:00 a.m. — 11:30 a.m.	Interviews: A group of 10-12 academic teachers (state coordinator) **Location:** _____ Counselors (state coordinator) **Location:** _____
11:30 a.m. — 12:00 noon	Interviews: A group of 10-12 career/technical completers or random sample of all students (15-20) (team leader) **Location:** _____ A group of 10-12 career/technical teachers (team leader) **Location:** _____
12:00 noon	Lunch
12:30 p.m. — 1:30 p.m.	Interview principal (team leader). **Location:** _____ Interview superintendent or representative from central office (state coordinator). **Location:** _____
1:30 p.m. — 2:00 p.m.	Interview a random sample of 10-15 ninth-graders if site has implemented a ninth-grade transition program (team leader and state coordinator). **Location:** _____
2:00 p. m. — 3:00 p.m.	Team leader, state coordinator and district representative debriefing **Location:** _____
3:00 p.m.	Exit report

Appendix VII

HSTW Follow-up Visit Interview Questions

Overall Site Team:

1. What have been the major changes in the school since the past TA visit?
2. As a team how have you used the TA report for school improvement?
3. Explain how the recommended actions have been incorporated into the school improvement plan.
4. How have you involved the whole faculty in using the TA report for school improvement?

Students:

1. How has your school changed over the past two to three years?
2. How would you describe your high school to a friend?
3. In which class do you learn the most and why?
4. Quality learning is the result of considerable effort to do something exceedingly well — a paper, a project, an understanding of key mathematical concepts or top performance in a school play.
   - Give an example of quality learning in an academic or career/technical class and describe why you believe it to be quality work.
5. How do students know what they have to do to get an A or B in a course?
6. Are you allowed to redo your work until it meets standards? If yes, describe the process.
7. If you are performing below standards in a class describe any form of extra help that is available to you. Is it required?
8. What major research paper did you complete in high school that took a great deal of time outside class? How often do you have this kind of assignment? What did you learn from the experience?
9. What additional changes would you make in this school to get more students to achieve high-quality learning?

Ninth-graders: (if school has a ninth-grade transition program or academy)

1. Do you believe you were prepared to successfully do high school work? Why or why not?
2. Describe your ninth-grade English and mathematics course?
3. In which class do you learn the most and why?
4. How do you know what you have to do to get an A or B in a course?
5. If you are performing below standards in a class describe any form of extra help that is available to you. Is it required? If so, describe.
6. Are you required to take a support class that focuses on study skills, note-taking and time management skills? If yes, describe the class.
7. Have you been assigned an adviser or mentor? If yes, describe how that adviser/mentor works with you.

Teachers:

1. How has your school changed over the past two to three years?
2. Describe your involvement in the process of using the TA report to make improvements in teaching and learning.

3. How has staff development changed your instruction?
   NOTE: If they had Reading-for-Learning: Do you complete anticipation guides, KWL, etc.? (See if staff development is translated into changes in instruction.)
4. Describe examples of students working hard in your class and demonstrating quality learning.
5. Describe how students get extra help if they are not meeting standards.
6. How are data used to identify gaps in achievement as well as curriculum and instruction?
7. How have school and district leadership supported improvement efforts at the school?
8. What major challenges do you and your school continue to face in fully achieving the *HSTW* goals and key practices?

Counselor(s):

1. How has your school changed over the past two to three years?
2. Describe your involvement in the process of using the TA report to make improvements in teaching and learning?
3. What changes in the guidance and advisement process have been made since the last TA visit?
4. How are you involving parents in the guidance and advisement process?
5. What major challenges do you and your school continue to face in fully achieving the *HSTW* goals and key practices?

Principal:

1. How has your school changed over the past two to three years? How have you supported the teachers in making the changes?
2. How have you supported improvement efforts at the school?
3. Describe your involvement in the process of using the TA report to make improvements in teaching and learning?
4. How have you involved the whole faculty in using the TA report for school improvement?
5. How has staff development changed instruction? Describe how you follow up on staff development to see if strategies learned have been translated into changes in instruction?
6. How do you provide time for teachers to understand different kinds of data? How are data used to evaluate the school's academic and technical programs?
7. Do you use faculty student groups/teams to address individual components of the school improvement plan and other issues related to curriculum and instruction? If so, describe the process and outcomes.
8. What major challenges do you and your school continue to face in fully achieving the *HSTW* goals and key practices?

Superintendent:

1. How has the school changed over the past two to three years?
2. How have you supported improvement efforts at the school?
3. What further changes would you like to see implemented?
4. How have you and the board of education supported the principal and teachers in making these changes?
5. How have you encouraged the principal and teachers to create an organizational structure that involves parents and community leaders in team planning and program implementation?
6. What major challenges do you and your school continue to face in fully achieving the *HSTW* goals and key practices?

Appendix VIII

Sample
HSTW Technical Assistance Visit Progress Report Form

Challenge #1: Expand the use of student-centered strategies to motivate students to complete more complex assignments.

Progress on Report Recommendations and Evidence of Results* (completed by the school)	Next Steps (completed by the school)	Technical Assistance Follow-up Visit Recommendations (completed by the school)
Short narrative that describes the: 1) process for addressing the challenge and 2) evidence of result. * Based on this information, the team leader may request additional data are provided on-site during the visit. **Example:** **Process and Progress:** During January 2002 Faculty Meeting, identified two instructional strategies on which all staff would receive training in February and implement across the curriculum during March — May. The two strategies were KWL and Jigsaw. Ima Expert presented one-half day professional development on each strategy on February 9. Teachers have incorporated strategies into lesson plans and assistant principals conducted at least two follow-up sessions to observe each teacher using the strategies. Progress on Report Recommendations and Evidence of Results* (completed by the school) **Evidence of Results:** During March, April and May faculty meetings, teachers met by department to discuss use of the two strategies. Each department selected one lesson plan example to share with the entire faculty by posting in teacher work room. Assistant principals identified at least two outstanding examples observed and asked those teachers to present during faculty meetings.	Conduct professional development on reading and writing across the curriculum during August 2003, with follow-up sessions in October, December, February and May.	

Appendix IX

HSTW Technical Assistance Visit Progress Report Form

Challenge #1: _____

Directions: Complete the chart for the first challenge listed in your previous TA report. Next Steps should be based on the key findings/challenges listed on the *HSTW* Benchmarks and School-based Data Profile.

Progress on Report Recommendations and Evidence of Results (completed by the school)	Next Steps (completed by the school)	Technical Assistance Follow-up Visit Recommendations (completed by the school)

HSTW Technical Assistance Visit Progress Report Form

Challenge #2: _____

Directions: Complete the chart for the first challenge listed in your previous TA report. Next Steps should be based on the key findings/challenges listed on the *HSTW* Benchmarks and School-based Data Profile.

Progress on Report Recommendations and Evidence of Results (completed by the school)	Next Steps (completed by the school)	Technical Assistance Follow-up Visit Recommendations (completed by the school)

HSTW Technical Assistance Visit Progress Report Form

Challenge #3: _____

Directions: Complete the chart for the first challenge listed in your previous TA report. Next Steps should be based on the key findings/challenges listed on the *HSTW* Benchmarks and School-based Data Profile.

Progress on Report Recommendations and Evidence of Results (completed by the school)	Next Steps (completed by the school)	Technical Assistance Follow-up Visit Recommendations (completed by the school)

HSTW Technical Assistance Visit Progress Report Form

Challenge #4: _____

Directions: Complete the chart for the first challenge listed in your previous TA report. Next Steps should be based on the key findings/challenges listed on the *HSTW* Benchmarks and School-based Data Profile.

Progress on Report Recommendations and Evidence of Results (completed by the school)	Next Steps (completed by the school)	Technical Assistance Follow-up Visit Recommendations (completed by the school)

HSTW Technical Assistance Visit Progress Report Form

Challenge #5: _____

Directions: Complete the chart for the first challenge listed in your previous TA report. Next Steps should be based on the key findings/challenges listed on the *HSTW* Benchmarks and School-based Data Profile.

Progress on Report Recommendations and Evidence of Results (completed by the school)	Next Steps (completed by the school)	Technical Assistance Follow-up Visit Recommendations (completed by the school)

HSTW Technical Assistance Visit Progress Report Form

Challenge #6: _____

Directions: Complete the chart for the first challenge listed in your previous TA report. Next Steps should be based on the key findings/challenges listed on the *HSTW* Benchmarks and School-based Data Profile.

Progress on Report Recommendations and Evidence of Results (completed by the school)	Next Steps (completed by the school)	Technical Assistance Follow-up Visit Recommendations (completed by the school)

Appendix X

Walk-through Observation Form

Observer: ______________________________ Date: ______________

School/Site: ______________________________

Content/Course					
Time In					
Time Out					
Instructional Format	❒ Direct Instruction ❒ Team Teaching ❒ Cooperative Learning ❒ Individualized	❒ Direct Instruction ❒ Team Teaching ❒ Cooperative Learning ❒ Individualized	❒ Direct Instruction ❒ Team Teaching ❒ Cooperative Learning ❒ Individualized	❒ Direct Instruction ❒ Team Teaching ❒ Cooperative Learning ❒ Individualized	❒ Direct Instruction ❒ Team Teaching ❒ Cooperative Learning ❒ Individualized
Strategies	❒ Integration ❒ Reading-to-Learn ❒ Writing-to-Learn ❒ Project-based ❒ High-level Quest. ❒ Teacher as Coach ❒ Parent/Comm. Involvement	❒ Integration ❒ Reading-to-Learn ❒ Writing-to-Learn ❒ Project-based ❒ High-level Quest. ❒ Teacher as Coach ❒ Parent/Comm. Involvement	❒ Integration ❒ Reading-to-Learn ❒ Writing-to-Learn ❒ Project-based ❒ High-level Quest. ❒ Teacher as Coach ❒ Parent/Comm. Involvement	❒ Integration ❒ Reading-to-Learn ❒ Writing-to-Learn ❒ Project-based ❒ High-level Quest. ❒ Teacher as Coach ❒ Parent/Comm. Involvement	❒ Integration ❒ Reading-to-Learn ❒ Writing-to-Learn ❒ Project-based ❒ High-level Quest. ❒ Teacher as Coach ❒ Parent/Comm. Involvement
Student Work	❒ Independent Work ❒ Hands-on ❒ Sustained Writing ❒ Sustained Reading ❒ Research ❒ Student discussion ❒ Drill/book work	❒ Independent Work ❒ Hands-on ❒ Sustained Writing ❒ Sustained Reading ❒ Research ❒ Student discussion ❒ Drill/book work	❒ Independent Work ❒ Hands-on ❒ Sustained Writing ❒ Sustained Reading ❒ Research ❒ Student discussion ❒ Drill/book work	❒ Independent Work ❒ Hands-on ❒ Sustained Writing ❒ Sustained Reading ❒ Research ❒ Student discussion ❒ Drill/book work	❒ Independent Work ❒ Hands-on ❒ Sustained Writing ❒ Sustained Reading ❒ Research ❒ Student discussion ❒ Drill/book work
Technology	❒ Computer for instructional delivery ❒ Technology as a resource	❒ Computer for instructional delivery ❒ Technology as a resource	❒ Computer for instructional delivery ❒ Technology as a resource	❒ Computer for instructional delivery ❒ Technology as a resource	❒ Computer for instructional delivery ❒ Technology as a resource
Academic Focus	❒ Low ❒ Medium ❒ High	❒ Low ❒ Medium ❒ High	❒ Low ❒ Medium ❒ High	❒ Low ❒ Medium ❒ High	❒ Low ❒ Medium ❒ High
Student Involvement	❒ Low ❒ Medium ❒ High	❒ Low ❒ Medium ❒ High	❒ Low ❒ Medium ❒ High	❒ Low ❒ Medium ❒ High	❒ Low ❒ Medium ❒ High

Glossary of Terms

The following terms are used in *HSTW*. In some cases, terms may not be identical to the most widely used definitions; it is important to understand these terms as they are used by *High Schools That Work*.

Academic Concentration — A series of courses providing complex, high-level content in mathematics, science, language arts and social studies

Academic Teachers — Teachers of mathematics, science, language arts and social studies

Action Plan — A school or school district plan developed by a committee of teachers, counselors and administrators for implementing a program of integrated career/technical and academic education at the local level

Applied or Contextual Learning — Pedagogy that enables students to connect essential concepts and process skills from the academic curriculum to authentic problems, projects or issues that have value to them in a broad field of career/technical studies

Academic Competencies — Knowledge and skills in mathematics, science and language arts

Blended/Career Concentration — Four credits in college-preparatory English; four credits in mathematics — including Algebra I, Algebra II, geometry, pre-calculus or a higher-level mathematics course; four credits in a lab- and inquiry-based science to include a college-preparatory level physical science, biology, and at least two courses selected from chemistry, physics, applied physics or anatomy and physiology; three credits in college-preparatory social studies; four credits in a concentration; and two credits in related electives

Career-bound Students — All students are career-bound. Most technical assistance visits focus on students who are pursuing studies in a career major. These students may plan to work, attend a two-year community or technical college, participate in an apprenticeship program or the military or attend a four-year college or university after high school graduation.

Career/Technical Completer — A student who completes at least four credits in an approved career/technical area and takes four English, three mathematics and three science courses (At least two courses in mathematics and science should be equivalent to college-preparatory-level content.)

Career/Technical Studies — A course sequence that provides challenging content and assignments in a career/technical field of study requiring students to use technical concepts and procedures as well as concepts from the academic curriculum to complete complex projects representing what workers would be expected to do in a broad career field

College-prep Studies — A sequence of courses in mathematics, laboratory sciences and language arts that satisfies public, four-year college or university admissions requirements

Consortium — The Southern Regional Education Board (SREB) State Career/Technical Education Consortium is a partnership of states, school systems and school sites in 30 states, united in an effort to raise the achievement of career-bound high school students

Consortium Goals — To increase the mathematics, science and communication achievement of students and to integrate the basic content of traditional college preparatory studies — English, mathematics and science — with career/technical studies by creating conditions supporting school principals and faculties in carrying out certain key practices

Cooperative Learning — Students work as teams to accomplish learning objectives. Group goals and individual accountability are the key practices. Students receive individual and group grades.

Curriculum Guide — A guide for each content area made up of state standards by grade level and content (It includes goals for the course, activities and resources.)

Four-year Education Plan — A specifically designed sequence of courses for a student during his or her four years of high school

General Studies/General Track — A collection of high school courses that do not satisfy requirements for admission to a public, four-year college/university or entry into a career field

High-level Courses or Content — Courses with high content standards equal to those in a college-preparatory curriculum, but taught in ways that motivate students to meet the standards (Instructional techniques include hands-on instruction; applied and contextual learning, cooperative learning and other student-centered instructional methods such as project-based learning.)

***HSTW* Site** — A participating school or group of schools in *High Schools That Work*

Key Conditions — A set of conditions created by system leaders to accelerate student achievement

Key Practices — A framework enabling schools to focus school and classroom practices on improving the quality of learning for all students, particularly those students who will most likely go to work or enter a community or technical college, the military or a four-year institution upon high school completion

Low-level Courses — Courses that lack the high standards and content of the college-preparatory curriculum in language arts, mathematics, science and social studies (They are usually taught in a repetitive, drill, memory-recall format and do not develop high-level thinking and intellectual skills. Examples include basic/general mathematics, basic/general English and general science courses.)

NAEP — National Assessment of Educational Progress, the assessment tool used by *HSTW* to test student achievement in mathematics, science and reading (The assessment includes a questionnaire on students' perceptions about their high school experiences.)

Occupational Field — Career/ technical, technical or career field of study

Pacing Guide — A guide outlining when state standards, core content and concepts are taught — organized by grade level and content area (The guide also includes the suggested amount of time required to teach each standard.)

Program of Study — A sequence of required courses and a range of related courses necessary to provide essential skills and knowledge for further study in a particular career or academic field

Secondary Teacher Survey — A survey of administrators, career/technical and academic teachers, and counselors, administered the same year as the *HSTW* assessment The teacher survey report reveals perceptions regarding the preparation of school staff essential for making changes in curriculum and instructional practices and suggests needed staff development.

SREB — The Southern Regional Education Board

Staff Development —Training for teachers, counselors and/or administrators

Student Follow-up Survey — A study done on the same cohort of students who took the *HSTW* assessment (The survey is administered one year after graduation from high school. The purpose of the student follow-up survey is to determine students' perceptions of the usefulness of their academic preparation.)

HSTW Goals

- Raise the mathematics, science, communication, problem-solving and technical achievement of more students to the national average and above.
- Blend the essential content of traditional college-preparatory studies — mathematics, science and language arts — with quality career/technical studies by creating conditions that support school leaders, teachers and counselors in carrying out key practices.
- Advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort for both academic and career/technical studies.

HSTW Key Conditions

- An organizational structure and process ensuring continuous involvement by school administrators and teachers in planning strategies to achieve the key practices.
- A school principal with strong, effective leadership who supports, encourages and actively participates with the faculty in implementing the key practices.
- A system superintendent and school board members who support school administrators and teachers in carrying out the key practices. This commitment includes financial support for instructional materials, time for teachers to meet and plan together, and six to eight days per year of staff development on using the key practices to improve student learning.
- Leadership from the superintendent and school board to involve employers and postsecondary institutions in the design and implementation of a school-based and work-based program to prepare students for employment and postsecondary education.
- A commitment from the school board to support the school in replacing the general track with a more demanding academic core and either an academic or vocational/technical concentration.

HSTW Key Practices

- **High expectations** — setting higher expectations and getting more students to meet them.

- **Career/technical studies** — increasing access to intellectually challenging career/technical studies, with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills in the modern workplace and in preparation for continued learning.

- **Academic studies** — increasing access to academic studies that teach the essential concepts from the college-preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems.

- **Program of study** — having students complete a challenging program of study with an upgraded academic core and a major.

- **Work-based learning** — giving students and their parents the choice of a system that integrates school-based and work-based learning. The system should span high school and postsecondary studies and should be planned by educators, employers and employees.

- **Teachers working together** — having an organization, structure and schedule giving academic and vocational teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content.

- **Students actively engaged** — getting every student involved in rigorous and challenging learning.

- **Guidance** — involving each student and his or her parents in a guidance and advising system that ensures the completion of an accelerated program of study with an in-depth academic or vocational/technical major.

- **Extra help** — providing a structured system of extra help to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content.

- **Keeping score** — using student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula and instruction to advance student learning and to recognize students who meet both curriculum and performance goals.